Example Section

Extra support for teaching frameworks

1.   Getting Started

What you need to do

- Decide on your project

- Share your idea with someone else and take notes about anything interesting

- Decide on **ONE MAIN QUESTION** you want answered.

These are some example 'Big Ideas' to get you thinking about your own original question for this framework. The point of these examples is to give you inspiration - think about the direction you want your learning to take! What is a topic that has always interested YOU?

- Why are there still wars going on around the world?
- In what ways are schools in Africa different to schools in New Zealand?
- The Loch Ness Monster - Myth or Truth?
- What does a puppy have to do to become a seeing eye dog?
- Are robots making our lives better, or is this form of technology a step too far?

The language we use when we are exploring our questions and ideas is very important. It helps us become forward-thinkers, problem solvers, and innovative learners!

- Does your language allow you to predict, explore and question? Are you using words like "might", "could", "possible" or "wonder"?
- How are you scaffolding your thinking? This means you will be using strategies and resources to shape your ideas and wonderings.
- Do you talk about the learning that is happening? Are you aware of the best ways for you to learn? Maybe you're a visual learner, where you find that you use charts, images, and colour to best remember information. Or perhaps you're a kinesthetics learner, where you learn

best by making and doing. Everyone learns differently, and part of wonder is discovering how new knowledge sticks best for you!

2.   Creating an Inclusive Community of Learners

What you need to do

- **Think** about who might be able to help you with your topic
- **Find** someone who you can either interview and talk to who comes from your community, another country, town or city.
- **Ask** your teacher or friends to give you ideas about where to find these people

This is a checklist to make sure YOUR classroom community is safe, inclusive and a positive space for learning. You could work in a small group of friends to work through this checklist - more ideas and viewpoints mean more solutions!

- Are you doing your part to make your classroom community a place where everyone in your group is included? What does this look like? What do you do?
- Explore different ways that the furniture could be arranged to encourage flexibility, movement and group work. Are there wide-open spaces for collaboration and quiet spaces for independent work? How are the desks arranged so that everyone in the group is included?
- Where can you find different resources and materials? Are you able to find what you need at the library, or can you use a device instead? Think about what resource is the most appropriate for your wondering and research.
- What is on the walls? Put your heads together and think about what you would want a visitor to your classroom to see on the walls. You could have posters and examples of great research and work. What do these say about the learning?

Routines are also a very important part of a wonder project. They form the basis of all the work you do!

These routines should be understood and applied by the teacher and your peers.

- How do things work in your classroom? What works well? How do you know when and how to start your work?
- Do these routines help you self-manage? If these routines become automatic then you should be able to work independently.
- How do these routines make you feel part of a community?
- Find time as a class to make a list of these routines and put them in a visible space that everyone can see. That way, everyone is working towards the same expectations and no one feels left out.

3.   Expanding your Big Idea

What you need to do

Answer these questions

- **Why** are you interested in this topic?

- **What** possibilities do you see you can develop with your idea?

- **Present** your ideas in a graphic organiser (Ask your teacher or use an online graphic organiser)

"Perfection is boring, spontaneity is the key"

Imagine having to come to school every day, sit down at your desk, and copy from the whiteboard from the start of school until the end. Would it be interesting or exciting? Would you learn anything?

There is joy in being spontaneous. Spontaneity means that the learning does not always happen the way you expect it to, and that's what keeps things interesting!

4.   Directing your Learning

What you need to do

- **Find** at least three different resources about your topic

- **Find** at least one person you can interview or talk with about your topic

- **Think** about possible ways of presenting your work

So what exactly is ownership? Which three parts of ownership do you think are the most important, and why? www.kathmurdoch.com.au/blog

- **O**wning the learning that is taking place

- **W**orking on routine and structure - this is the base of self-management

- **N**eeds your student voice - your ideas are just as important as the teachers

- **E**ngagement in the research and process

- **R**egular decision-making

- **S**olving problems that come your way

- **H**elping your friends out with their problems too

- **I**nstigating action - you have your idea, now work on it!

- **P**osing interesting questions

Self-direction is very closely related to ownership. Once you own your learning, you are able to direct the thinking and research for your inquiry! Which three parts of self-direction do you think are most important? Why? Sourced from www.kathmurdoch.com.au/blog

- **S**caffolding your thinking with resources, materials, teacher advice and feedback

- **E**ncouragement, belief and motivation are crucial!

- **L**earning based on what you are interested in!

- **F**ind an idea, manage yourself and assess the learning

- **D**esigning and creating

- **I**ndependent work when it's necessary - this is handy when you don't want to get distracted.

- **R**esponsibility

- **E**xperimenting

- **C**ollaboration with your peers and teacher

- **T**aking part in worthwhile learning

- **I**nitiative

- **O**rganisation - managing your time, resources and behaviour

- **N**eeds - what do you need to know, and what do you need to find this out?

5.   Data gathering

What you need to do

- **Spend time reading** through your resources and data

- **Highlight any information** from your resources which will help answer your questions

- **Write a summary** of your highlighted information

In order to make our work efficient and easy to follow, we can organise, categorise and summarise!
This means we're only recording the useful information that is relevant to our topic. It also means that our research is easy to find and follow.

Here are some example headings you could categorise information under. Categorising can give you inspiration for how you could best present your idea to a group.

- **What** is your main idea?

- **When** did your idea take place?

- **Where** did this happen?

- **Who** was involved with this event?

- **Why** did this idea happen the way it did?

- **How** could things have turned out differently?

- **What** were the consequences of my main idea?

- **What** action has been taken so far?

What could we do to help?

6. Presenting Your Learning

What you need to do

- **Decide** on the best approach to present your work

- **Prepare** your presentation

- **Present** your work

    Presenting your information in a clear, concise way is very important for your WONDER project.
    You want your presentation to include all the best bits - the parts that are relevant, interesting, surprising, shocking, and make your audience feel a particular way.

- **Use bullet points when necessary -** these are great for lists and mean you can share a lot of ideas or points in a short, clear way.

- **Use a timeline -** This means your ideas are listed in the order that they happened

- **Make it visual** - Use funky (but easy to read) fonts, creative layouts, relevant pictures and bold colours so that your project stands out!

- **Make use of space** - Make sure your information is spread out and covers the whole area that you're presenting in.

- **Use graphs and tables** - Especially if you have a lot of numerical data or want to show comparisons, changes or declines.

- **Make a model -** This is a fantastic way to give a 3-dimensional representation of your idea or research! You could make a model plane, a volcano or an item of clothing. The choices are endless!

- **Use music or a voiceover** - This adds to the mood of your presentation and can help make your readers feel a certain way.